



August 9, 2021

Dr. James D. Fielder  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

Dear Dr. Fielder:

Enclosed for the Commission's review is a proposal for substantial revisions to an existing Associate of Applied Science Degree offered by Cecil College:

**AAS Marketing**  
**HEGIS Code 5004.01; CIP Code 52.1401**

We have enclosed a check for \$250 to cover the Commission's fee for this review.

Should you have any questions or require additional information, please contact Dr. Colleen Flewelling, Associate Dean for Academic Assessment and Development, at 443-674-1948 or [cflewelling@cecil.edu](mailto:cflewelling@cecil.edu).

Sincerely,

Christy Dryer, DNP  
Vice President of Academic Programs



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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***Each action below requires a separate proposal and cover sheet.***

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus		Distance Education ( <i>fully online</i> )
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Mary Way Bolt</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

## MHEC Check

Tracey Kempself <TKempself@cecil.edu>

Thu 8/5/2021 1:16 PM

To: Colleen Flewelling <cflewelling@cecil.edu>

Check # 188964

Date 8/5/21

Amount \$250.00

Substantial Modification Marketing Degree

Tracey Kempself

Accounts Payable

Cecil College

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**CECIL COLLEGE**  
**SUBSTANTIAL MODIFICATION PROPOSAL**  
**AAS MARKETING**  
**HEGIS 5004.01 CIP 52.1401**

**A. Centrality to institutional mission statement and planning priorities:**

The AAS program in Marketing will prepare students for entry into and career advancement in the field of Marketing. The Marketing program addresses identification of customer needs as well as how to communicate information about products and services to customers and potential customers. Additionally, this degree addresses the pricing of products and services, and response to growing markets in different countries and cultures.

Thus, this program directly supports Cecil College's mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

**B. Critical and compelling regional or Statewide need as identified in the State Plan:**

The AAS in Marketing prepares students for either an entry level position in marketing, or for further study in this field at a four-year institution. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions that have Marketing programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit 2021-22	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$125	\$7,500	-
University of Maryland Eastern Shore	In-state	\$228	\$13,680	\$6,180
Morgan State University	In-state	\$250	\$15,000	\$7,500
University of Maryland College Park	In-state	\$374	\$22,440	\$14,940

**C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

A Marketing degree prepares students for marketing and public relations positions. Maryland's Department of Labor, Licensing and Regulation projects a significant increase from 2018-2028 in the number of openings for these types of positions.<sup>1</sup>

Field	2018-2028 Percent Change in openings in Maryland
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	+8.1%
Marketing Managers	+9.1%

**D. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals one similar Associate degree programs in Maryland.

Institution	Program Name	Degree Offered
Prince Georges Community College	Marketing Management	Associate

Because this program is located more than 50 miles from Cecil College's campus, offering this program at Cecil College will allow students in Cecil County a more accessible and affordable option to study nearby their residence.

**E. Relevance to high-demand programs at Historically Black Institutions (HBIs)**

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI's.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

Bachelor's degree programs in Marketing are offered at University of Maryland Eastern Shore, Coppin State University, and Morgan State University. Because Cecil's AAS program in Marketing may lead to transfer to a bachelor's degree program, graduates could choose to attend any of these institutions.

**G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

The following information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College's Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval.

**Changes Made to AAS Marketing Requirements**  
(changes are italicized)

OLD Program Requirements		NEW Program Requirements	
Course Number and Title	Cr	Course Number and Title	Cr
BUS 103 Introduction to Business	3	BUS 103 Introduction to Business	3
		<i>BUS 131 Principles of Management</i>	3
BUS 187 Business Ethics	3	BUS 187 Business Ethics	3
		<i>BUS 190 Introduction to Entrepreneurship</i>	3
BUS 207 Introduction to Public Relations	3	BUS 207 Introduction to Public Relations	3
BUS 210 Business Law	3	BUS 210 Business Law	3
BUS 212 Principles of Marketing	3	BUS 212 Principles of Marketing	3
<i>BUS 241 Effective Teams and Work Groups</i>	3		
BUS 242 Advertising	3	BUS 242 Advertising	3
BUS 243 Personal Selling	3	BUS 243 Personal Selling	3
<i>BUS 280 Strategic Planning Concepts</i>	3		
EGL 211 Technical Writing	3	EGL 211 Technical Writing	3
VCP 116 Digital Imaging I	2	VCP 116 Digital Imaging I	2
VCP 117 Digital Imaging II	2	VCP 117 Digital Imaging II	2
<b>Total Credits</b>	<b>34</b>	<b>Total Credits</b>	<b>34</b>

The proposed modifications to the AAS program in Marketing require the following courses:

Course Code	Courses (34 Credits)	Credits
BUS 103	Introduction to Business	3
BUS 131	Principles of Management	3
BUS 187	Business Ethics	3
BUS 190	Introduction to Entrepreneurship	3
BUS 207	Introduction to Public Relations	3
BUS 210	Business Law	3
BUS 212	Principles of Marketing	3
BUS 242	Advertising	3
BUS 243	Personal Selling	3
EGL 211	Technical Writing	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2

Total Credits: 34

## COURSE DESCRIPTIONS

**BUS 103 Introduction to Business** Introduction to Business provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources, marketing, production, and operations and information. Blended

throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology and the role of ethics and social responsibility. This course should be taken early in the student's program. Credits: 3

**BUS 131 Principles of Management** Principles of Management introduces the various principles and theories associated with management. Ethical and practical considerations are integrated through the use of lectures and the studying of management cases. Credits: 3

**BUS 187 Business Ethics** Business Ethics focuses on an examination of typical ethical dilemmas encountered in the business environment. Ethical theories and principles are studied as a foundation for resolving ethical challenges. Through selected readings and classic and contemporary case studies, students will develop skills to identify pertinent aspects of various ethical dilemmas, identify stakeholders, apply a model for decision making, and evaluate the consequences of actions or inaction. Credits: 3 Prerequisite(s): EGL 101

**BUS 190 Introduction to Entrepreneurship** Introduction to Entrepreneurship introduces students to the process of creating, identifying, evaluating and financing an entrepreneurial venture. Students gain insight into the characteristics, attitudes, habits, and behaviors of successful entrepreneurs. Students learn to craft an idea, good or service into a marketable product. Credits: 3

**BUS 207 Introduction to Public Relations** Introduction to Public Relations introduces the student to the study of public relations, a distinctive management function which establishes and maintains mutual lines of communication between an organization and its public. Credits: 3 Prerequisite(s): EGL 093

**BUS 210 Business Law** Business Law covers topics including the sources of law, the regulatory environment, and the growing legal considerations involved with commercial activity. Emphasis is placed on contract law, personal property law, sales, and the use of the uniform commercial code. Case analysis and outside reading assignments are also used throughout the course. Credits: 3 Prerequisite(s): EGL 093

**BUS 212 Principles of Marketing** Principles of Marketing emphasizes the growing field of marketing. Topics studied include product service planning, marketing information management, purchasing, pricing, promotion, selling, risk management, finance, and distribution. Applicable ethics to this field are studied and discussed. In addition to the class lectures, videos and films are used to emphasize the principles. Students participate in case analysis and various marketing projects. Familiarity with computer applications, including Internet operations and some word processing, is essential for success in this course. Credits: 3

**BUS 242 Advertising** Advertising examines the fundamentals of advertising as it relates to marketing promotions. This course addresses planning, creating, executing, and monitoring integrated advertising campaigns. Specific topics include print media, broadcast media, copywriting, and international advertising. Credits: 3 Prerequisite(s): BUS 212

**BUS 243 Personal Selling** Personal Selling is an integral part of the promotional mix. In today's highly competitive market, an effective sales approach which focuses on defining customer's needs, explaining product value, and ultimately having the customer's joint agreement in said value is essential to a successful business. Credits: 3 Prerequisite(s): BUS 212

**EGL 211 Technical Writing** Technical Writing entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical

situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. Credits: 3 Prerequisite(s): “C” or higher in EGL 101

**VCP 116 Digital Imaging I** Digital Imaging I introduces the student to the creation and manipulation of electronic imagery. Students learn to import digital images; scan film, prints, and artwork; create and manipulate images; prepare images for print, and use in many other applications. Credits: 2

**VCP 117 Digital Imaging II** Digital Imaging II introduces students to basic graphic design concepts and intermediate digital imaging techniques. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, high dynamic range (HDR), panoramic and personal project prints. Credits: 2 Prerequisite(s): VCP 116

Upon successful completion of this program, students will be able to:

- Employ strategic marketing skills, including customer segmentation, market planning, and competitive analysis to respond to organizational marketing challenges.
- Effectively communicate value propositions and brand definitions in multiple media formats in the forms of advertising, personal selling and public relations.
- Analyze a target market and develop product, pricing, promotion, and placement strategies to meet customer demands and organizational profit targets.
- Utilize economic and business concepts to analyze domestic and global business opportunities.

In addition, all Marketing students take the following General Education requirements

General Education Requirements (26 credits)		General Education Code	Credits
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	College Composition	E	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
SCI ELECT	Science Elective with Lab	S/SL	4
MAT 125 OR MAT 127	Applied Calculus Introduction to Statistics	M	4
SPH 121 OR SPH 141	Interpersonal Communications Public Speaking	H	3

Total Credits: 26

**CIS 101 Introduction to Computer Concepts (I)** is a non-technical course covering the use of word processing, spreadsheets, databases, and presentation software. Emphasis is placed on computer literacy and the use of personal computers. Students with limited keyboarding skills should take CIS 105, Keyboarding, at the same time, or prior to, enrolling in this course. Credits: 3



**ECO 221 Economics – Micro (SS)** Economics-Micro is the study of economic behavior of individual households and firms and the determination of the market prices of individual goods and services. The basics of demand, supply, elasticity, price theory, and factor markets is stressed and students are shown how to graph and explain basic economic relationships. Credits: 3 Prerequisite(s): MAT 092 or MAT 097

**ECO 222 Economics – Macro (SS)** Economics-Macro is the study of large-scale economic phenomena. Emphasis is placed on the impact of government, inflation, unemployment, and fiscal and monetary policies. International trade and currency considerations as comparative economic systems are included. Credits: 3 Prerequisite(s): MAT 092 or MAT 097

**EGL 101 College Composition (E)** teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

**MAT 125 Applied Calculus (M)** Applied Calculus is an introductory study of differential and integral calculus with emphasis on techniques and applications. This course introduces students to the mathematical techniques for limits, differentiation, and integration of algebraic, logarithmic, and exponential functions. Applications of differentiation and integration are studied. This course is not intended for STEM majors. Credits: 4 Prerequisite(s): EGL 093 and MAT 092 or MAT 095 or MAT 097

**MAT 127 Introduction to Statistics (M)** introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. Credits: 4 Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

**SPH 121 Interpersonal Communications (H)** is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. Credits: 3 Corequisite: EGL093

**SPH 141 Public Speaking (H)** Public Speaking is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. Credits: 3 Corequisite(s): EGL 093

Cecil College does not contract with another institution or non-collegiate organization in providing this program.

## H. Adequacy of articulation

Cecil College has an articulation agreement for this program with Wilmington University (Delaware).

## I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Faculty Member	Credentials	Status	Courses Taught
Christopher Castillo, Associate Professor of Mathematics	Ph.D. University of Delaware (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition EGL 211 Technical Writing
Daniel Krukosky, Assistant Professor	M.S. Wilmington University (Internet and Network Design and Technology)	Full-time	VCP 116 Digital Imaging I VCP 117 Digital Imaging II
Mark Krysiak, Lecturer in Business	M.B.A. University of Baltimore (Business)	Full-time	BUS 131 Principles of Management BUS 187 Business Ethics BUS 212 Principles of Marketing
Carlos Lampkin, Assistant Professor of Business	M.B.A. Wilmington University (Business)	Full-time	BUS 103 Introduction to Business CIS 101 Introduction to Computer Concepts ECO 221 Economics – Micro ECO 222 Economics - Macro
Elizabeth Leavy, Assistant Professor of Mathematics	M.S. Rutgers University (Applied Mathematics)	Full-time	MAT 125 Applied Calculus
Candace Vogelsong, Associate Professor of Business	M.B.A. Wilmington University (Business)	Full-time	BUS 207 Introduction to Public Relations BUS 210 Business Law
David Carter	M.S. University of Maryland University College (Management Information Systems)	Part-time	BUS 190 Introduction to Entrepreneurship
Karen Long	M.A.T. Wayne State University (Education, with English and Speech concentrations)	Part-time	SPH 121 Interpersonal Communication SPH 141 Public Speaking
David Longer	B.S. Yale University (Administrative Business Science)	Part-time	BUS 242 Advertising BUS 243 Personal Selling

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's instructional technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics.

**J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions nationwide.

Students can make both virtual and in-person appointments to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to 84 online databases that cover most disciplines offered at Cecil College. The following databases may help most with varying aspects of the Marketing degree program: ABI/INFORM Collection, Asian & European Business Collection, Business Market Research Collection, Business Source Premier, Computing, Global Breaking Newswires, Hoover's Company Profiles, International Newsstream, Linguistics Database, Baltimore Sun, New York Times, Opposing Viewpoints in Context, ProQuest Central, ProQuest Research Library, Psychology, Regional Business News, Telecommunications, US Newsstream, Wall Street Journal, and more.

CCVM Library offers both a 20,000-volume physical book collection, and 220,000 volume online eBook collection for student use with texts directly related to marketing courses, as well as a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. The library also has a number of program-required textbooks on reserve for students to use in the library. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support student projects and teacher instruction throughout the academic year.

**K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building; Physical Education Complex; and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources, and a locked file cabinet to secure program materials.




There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs, and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available technology includes state-of-the-art smart classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system, Blackboard, which can provide on-line learning to supplement courses.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

**L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)**

1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure\(pdf\)](#).  [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

**TABLE 1: RESOURCES**

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$34,875	\$38,496	\$42,304	\$50,812	\$55,150
a.	Number of F/T students	3	3	3	4	4
b.	Annualized Tuition/Fee Rate <sup>1</sup>	\$4,125	\$4,249	\$4,376	\$4,507	\$4,643
c.	Total F/T Revenue (a x b)	\$12,375	\$12,746	\$13,129	\$18,030	\$18,571
d.	Number of P/T students	9	10	11	12	13
e.	Credit Hour Rate	\$125	\$129	\$133	\$137	\$141
f.	Annualized Credit Hour Rate <sup>2</sup>	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
g.	Total P/T Revenue (d x e x f)	\$22,500	\$25,750	\$29,175	\$32,782	\$36,579
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$4,032	\$4,342	\$4,652	\$5,376	\$5,686
	<b>Total (add 1-4)</b>	<b>\$38,907</b>	<b>\$42,838</b>	<b>\$46,956</b>	<b>\$56,188</b>	<b>\$60,836</b>

Cecil College expects that this program will enroll approximately 12 students in the first year, with subsequent modest growth. Like other programs at Cecil, we expect that about 75 percent of these students will enroll part-time.

<sup>1</sup> Assumes Cecil County resident taking 35 credits per year.

<sup>2</sup> Assumes Cecil County resident taking 20 credits per year.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 33 credits per year; part-time students take 20 credits per year on average.

**TABLE 2: EXPENDITURES**

	<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.	Faculty (b + c below)	\$13,012	\$13,233	\$13,430	\$13,630	\$13,834
a.	# FTE	0.25	0.25	0.25	0.25	0.25
b.	Total Salary	\$10,575	\$10,734	\$10,895	\$11,058	\$11,224
c.	Total Benefits	\$2,437	\$2,499	\$2,535	\$2,572	\$2,610
2.	Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	#FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
3.	Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	# FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
4.	Equipment	\$0	\$0	\$0	\$0	\$0
5.	Library	\$0	\$0	\$0	\$0	\$0
6.	New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7.	Other Expenses	\$0	\$0	\$0	\$0	\$0
	<b>Total (Add 1-7)</b>	<b>\$13,012</b>	<b>\$13,233</b>	<b>\$13,430</b>	<b>\$13,630</b>	<b>\$13,834</b>

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is estimated based on the expected amount of time one faculty member will devote to teaching and administering this program, or .25 FTE.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 3.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

**M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).**

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.


Student retention rates are regularly monitored by the division dean.

**N. Consistency with the State's minority student achievement goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of ...the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

**O. Relationship to low productivity programs identified by the Commission:**

This program is not related to low productivity programs identified by the Commission.

**P. If proposing a distance education program, please provide evidence of the  Principles of Good Practice** (as outlined in COMAR 13B.02.03.22C).

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.